

COLLEGE LEVEL ELLS' NARRATIONS OF LEARNING ENGLISH

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COLLEGE LEVEL ENGLISH LANGUAGE LEARNERS' NARRATIONS OF THEIR
EDUCATIONAL EXPERIENCES LEARNING ENGLISH

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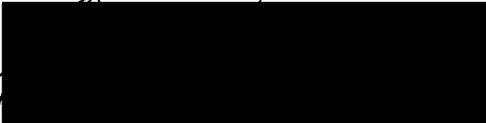
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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled COLLEGE LEVEL ENGLISH LANGUAGE LEARNERS' NARRATIONS OF THEIR EDUCATIONAL EXPERIENCES LEARNING ENGLISH by Shauna M. Condon, Candidate for the Degree of Master of Science in Education, Teaching English to Speakers of Other Languages (TESOL), is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.


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Abstract

The purpose of this research study was to investigate advanced level English as a second language learners' perceptions of learning English. The participants were collegiate level international education students from South Korea currently attending a college in New York State. Four advanced level English language learners were interviewed to determine their perceptions of learning English as a second language. The literature that informed the study consists of language learning theory, beneficial practice for teaching English, and pertinent research on education in South Korea. The responses were coded for themes commonly represented in the interviews. The respondents were successful college level advanced English language learners. The findings call in to question the commonly held theory that Basic Interpersonal Communication Skills are easier and more readily acquired than Cognitive Academic Language Proficiency, particularly for this population of Asian college level students educated to be successful in an English language academic setting.

keywords: semi-structured interview, advanced English language learner, South Korean English education, Cognitive Academic Language Proficiency, Basic Interpersonal Communication Skills.

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Introduction

English language learners (ELLs) experience a variety of educational practices throughout the duration of learning their second language. They have positive experiences and negative experiences. They build relationships with their English as a second language (ESL) teachers. They develop attitudes toward the community that speaks the language they are learning. Over time, these ELLs build a mental map of what they perceive to be beneficial educational practices, as well as what motivates them to learn a language. Educators need to know how their students learn best, what challenges they will face, and what methods they believe are effective in order to provide them with the best education possible. By interviewing English language learners, I was able to access their perceptions of learning their second language to ascertain what motivated them to learn and, most importantly, how they were influenced positively in the process of learning English. Additionally, I was able to determine some of the challenges they faced while learning English. Students learning English as a second language in the United States after learning English as a foreign language in Korea may struggle with the instructional shift, as well as cultural barriers that arise when living in a foreign country.

The results of this study are important because they provide insight for educators into students' perceptions of their English as a second language learning experiences. It is pertinent that educators become aware of responses from students about learning activities and instruction, because students can provide insight into what works for them as ELLs and how they learn best. The interviews that were conducted present aspects of motivation in English as a second language, students' life history, relationships, social status and history, participants' learning expectations, and participants' perceptions and

emotions about the interview. By interviewing actual English language learners who have been successful in learning English, I was able to find emerging themes among students' responses that give insight into their experiences learning English. Knowing what students perceive as beneficial practices of ESL education they received is vital to improving pedagogy. Educators can also benefit from finding out what makes their students anxious when learning a second language, what constitutes a positive and/or negative educational experience, and why they are learning English. Several questions in the semi-structured interview address these topics, as well as other relevant topics that pertain to learning English as a second or foreign language.

My primary research question for the purpose of this study was: what do collegiate level foreign exchange advanced ELLs who have progressed from beginner to advanced ESL level in South Korea perceive as beneficial educational practices? My secondary research question was: what motivates English language learners? In order to prepare for this study and to contextualize students' answers, it was important to understand the literature that informs it.

Literature Review

The following literature review contains information regarding theories of second language acquisition, factors that affect second language acquisition, motivation in second language learning, and strategies that motivate English language learners. All of these bodies of literature inform the study, "How English Language Learners Narrate Their Educational Experiences Learning English". Each of these bodies of literature support the reason for conducting the study, specifically, to discover what English language learners perceive as beneficial learning experiences. Second language

acquisition theories include: Age of Acquisition, the Critical Period Hypothesis, Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency (Cummins 1981). All of these theories attempt to explain how people learn languages and to what extent of language complexity level they learn the languages. Factors that affect second language acquisition include learner characteristics and learning conditions. Characteristics and conditions of learning describe how very different people come to learn a language, based on factors such as age, where they come from, or what their families are like. Motivation in second language learning includes components of motivation teachers can identify in English language learners. It is important to know exactly what motivates learners of any kind, not just English language learners, so that appropriate motivational activities can be planned accordingly for them. Strategies that motivate English language learners will include the Sheltered Instruction Observation Protocol (SIOP) model, and specific strategies that research shows motivate ESL students of various levels. Knowing which strategies to implement in the college level ESL classroom is very important to this study as well; students have ideas about what works for them, and what kinds of experiences they value in the classroom.

Also included in the review of the literature is pertinent information that describes the Korean education system and various aspects of learning English as a second or foreign language (EFL). This section of the literature review focuses on anxiety in second language learning as a native Korean speaker, how teachers in Korea feel about teaching English to native Korean speakers and the motivation in second language learning for Korean students. Also included is information on how second language

acquisition principles and theories apply to learning English in Korea, identities of Korean students studying English in the United States.

Before reviewing which strategies motivate English language learners, it is vital to know how these students learn a second language. Furthermore, it is significant to learn which relevant theories and internal factors such as learner characteristics and which external factors such as learning conditions play a role in their acquisition of a language. For the purpose of this study it is important that educators know what strategies they can utilize so they may enhance student motivation to learn English. By using strategies like grouping and the SIOP model which focuses on learning with others, teachers can in turn motivate students to learn a language.

Theories on Second Language Acquisition

There are many theories on Second Language Acquisition (SLA) but the most relevant to this study are; Age of Acquisition, the Critical Period Hypothesis, Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency. All of these prominent theories in the field of English to Speakers of Other Languages (ESOL) support the purpose of the research study because they describe where the participants come from, and how to assess their backgrounds as they relate to learning a second language. The similarities among these theories are as follows; research shows that there is such thing as a Critical Period, a time for which language learning is most successful. The Age of Acquisition theory relates to this in that it states there is an age at which it is easier to learn a language, and above a certain age it is more difficult. CALP and BICS are similar to these theories in that people typically learn languages in a certain order.

Age of acquisition. The Age of Acquisition theory states that people who are younger are able to more quickly learn a second language. This theory is based on the premise that it is easier for children to learn a second language than adults. This theory is widely supported as well as widely criticized because an adult who has literacy in their primary language may learn more quickly than a younger child who does not have literacy in his or her primary language. Regardless of age, according to Lightbown and Spada (2006), the relationship between age and success in second language learning is complex and controversial. Young second language learners eventually speak the language of their new community with native-like fluency, while their parents often fall short of reproducing the language in native-like way. "Native-like" means that the second language learner sounds extremely similar to a native speaker of the particular language. Some researchers support this theory and some do not. It is controversial because there is no single, specific age at which it has been proven that it is easiest to learn a second language. Researchers supporting this theory and the Critical Period Hypothesis have trouble articulating the exact point at which it is the least difficult to learn the second language. Similar to the age of acquisition theory, in that it addressed age and second language learning, is the Critical Period Hypothesis theory.

Critical Period Hypothesis. The Critical Period Hypothesis (CPH) is the hypothesis that humans are genetically programmed to acquire certain kinds of knowledge and skill at specific times in life. This specific time that many researchers indicate is during childhood. Tran (2009) suggests six reasons for which native-like fluency is more attainable for children than adults. These include; adults' ability to perceive sounds and segment sounds in a second language has deteriorated, adults' brain

area for language learning has been lateralized so learning a language is less fruitful than for children. Other reasons include; children are more motivated and less anxious about using the L2, adults rely on their general problem-solving ability to analyze a language. The final two reasons include; children receive better input than adults even though adults are able to more easily negotiate meaning, and children store L1 and L2 knowledge in separate areas whereas adult language learners store that particular information together (Tran, 2009). CPH suggests that after the critical period, it is either difficult or impossible to acquire those abilities (Lightbown and Spada, 2006). It is difficult to find evidence linking the Critical Period Hypothesis to second language acquisition in an absolute way because nearly all children are exposed to language early on in their life. This theory is very similar to the Age of Acquisition theory in that it provides a general time frame for which it is easiest to acquire a second language. When a language is acquired, it occurs on a variety of levels. The basic level of language acquisition includes learning basic communication skills, and the most advanced level of language acquisition and proficiency includes knowledge of academic English. This includes content vocabulary and the ability to communicate higher order thinking about subject matter.

Cognitive academic language proficiency and basic interpersonal communication skills. Second language learners develop language in two ways: through Cognitive Academic Language Proficiency (CALP) and through Basic Interpersonal Communication Skills (BICS). CALP is the academic language that is attached to content areas such as science, math, social studies, or English language arts. BICS refers to the communication skills that students use with each other, which are used in social

situations whereas CALP is utilized for scholarly purposes. According to Jim Cummins (1981), it takes between five and seven years to acquire Cognitive Academic Language Proficiency (CALP), while it only takes about two years to acquire Basic Interpersonal Communication Skills (BICS). Collier (1995) has found that in U.S. schools where all instruction is given through the second language (English), non-native speakers of English with no schooling in their first language take seven to ten years or more to reach age and grade-level norms of their native English-speaking peers. Acquiring another language is a complex as well as intriguing process; it takes a learner a considerable amount of time to acquire another language aside from his/her primary one (Shah et al., 2009). The research conducted by Cummins (1981) is limited because it specifies a timeline in which second language learners acquire types of the English language. It does not allow for an estimate of an age in which students gain BICS and CALP. This theory primarily states that any learner learns BICS first and then CALP. Some students in public schools, higher education, and adult education spend far more than seven years learning their second language. There are, however, a variety of ideal situations and locations where English language learners could be that enhance the rate at which they will learn the language. Students who are immersed in a second language environment for about two years start to speak with native-like fluency, but still aren't on the same academic language wavelength as native speakers (CALP). Cummins (1981) asserts that this is the case for all English language learners.

Aside from theories that explain and define second language learning and its attributes, there are several factors which affect second language learning and acquisition. These factors include various aspects of learning conditions and learner characteristics

that help to explain under which conditions a student learns a second language best, and what characteristics they bring with them to learn the language.

Factors That Affect Second Language Acquisition

Second language learners are affected by learning conditions, which can include factors such as the reception of corrective feedback, modified input, and lowering of the affective filter. There are numerous conditions that English language learners must cope with and sometimes overcome in order to learn the language. English language learners have an extra layer of pressure within schools because of expectations to acculturate and acquire language. Especially under the pressure of college level standards, these English language learners must meet both social and academic benchmarks that can be daunting. Yet, these resilient students bring with them the strength of their prior knowledge and experiences from their diverse linguistic and cultural backgrounds (Friend, Most, and McCrary, 2010). Resiliency and eagerness to learn English as a second language for communication and academic purposes assists English language learners on their path to success in the United States.

Learning conditions. A variety of learning conditions affect the rate at which people both young and old are able to acquire a second language. Lightbown and Spada (2006) describe that younger learners, in an informal second language-learning environment, are usually allowed to be silent until they are ready to speak. On the other hand, older learners at the college level and beyond are often forced to speak—to meet the requirements of a classroom or to carry out everyday tasks such as shopping, medical visits, or job interviews. Children are less likely to readily need communication skills because they are cared for by an adult who either knows the language that is needed to

communicate, or is pressured to learn. On the other hand, in some cases, children are pressured by parents to learn English quickly so that the parent may depend on the child to communicate. In those cases, it is possible that the parent believes the child is capable of learning English more rapidly than he or she is. Research shows that all students should not be rushed into reading and writing before they have had ample listening and speaking experiences (Friend, Most, and McCrary, 2010). This is also true for speaking; students should not be forced to speak before they have received extensive listening opportunities. Young learners are often exposed to greater amounts of the second language every day, whereas older learners are often exposed to a more limited amount of the second language (Friend, Most, and McCrary, 2010). However, older learners or adults may only be exposed to the second language in the workplace, rather than younger (school-age) learners who have access to the second language in the school, the community, and in some cases, at home. Students, nonetheless, are influenced by various controlled learning conditions such as corrective feedback from instructors. For the purpose of this research study, learning conditions that affect adult college level English language learners were the focal point.

Corrective feedback. Content area educators and language teachers alike can provide corrective feedback for students regarding their academic language and social language. Corrective feedback covers grammar, pronunciation, meaning, word choice, and politeness (Lightbown and Spada, 2006). Corrective feedback can be given in a variety of ways, some more positive toward second language acquisition than others. Explicit correction refers to the explicit provision of the correct form (e.g. “Oh, you mean...”, or “You should say...”). Explicit correction has the ability to intimidate

English language learners because it may at times seem harsh. Recasts, on the other hand, are generally implicit in nature: the teacher would say the sentence back to the student in the correct form, without pointing out to the student that she said something improperly. An example of this type of feedback is when a student says “I goed to the store”, the teacher would say back to the student, “Oh, you went to the store?”. In this context, the teacher is not pointing out the grammatical error explicitly to the student, rather he is saying the phrase in a grammatically correct way without pressuring or intimidating the student.

Modified input. Modified input, also known as comprehensible input, is defined in second language acquisition theory as the native/second language educator modifying and adapting speech output so that the second language learners can understand. Output is defined as the language that is being spoken. This modified input theory is defined by theorist Stephen Krashen and is widely known by ESOL educators and theorists as the input hypothesis. The input hypothesis describes that acquisition occurs when one is exposed to language that is comprehensible and that contains $i + 1$. The ‘i’ represents the level of language already acquired/known, and the ‘+1’ is a metaphor for language (words, grammatical forms, aspects of pronunciation) that is just a step beyond that level (Krashen as quoted in Lightbown and Spada, 2006, Manyak 2008). Manyak (2008) describes comprehensible input as critical to learning a second language and comprehensible input is vital in providing learners with scaffolded linguistic output (simplified language), consistent routines, frequent modeling, familiar and enjoyable topics of discussion, and feedback that causes learners to elaborate upon utterances. This theory is widely used in current educational practices in the United States. ESOL

educators strive to teach using the input hypothesis because their students must meet high standards of academic performance.

The affective filter. The affective filter is considered a metaphorical barrier that prevents second language learners from acquiring language even when appropriate input is available (Lightbown and Spada, 2006). Affect refers to feelings, motives, needs, attitudes, and emotional states (Lightbown and Spada, 2006). A learner who is tense, anxious, or bored may filter out input, making it unavailable for acquisition, as determined by Stephen Krashen (Gallagher-Brett, 2007; Lightbown and Spada, 2006). When the affective filter is high, it means language learners are not going to acquire language easily. Students have lower affective filters when self-confidence is high. Low self-confidence can be due to high levels of anxiety, which can make learning a second language more difficult (Tremblay and Gardner, 1995). A lowered affective filter is optimal for second language acquisition (Gallagher-Brett, 2007; Tremblay and Gardner, 1995). This means students are open to learning the language, and nothing from the environment (classroom, classmates, teachers, etc.) is affecting them in a negative way. A heightened affective filter may result from trouble at home, basic needs not being met, culture shock when moving to a new country, or in some cases, learning disabilities or behavioral disorders. In addition to these conditions that can impact English language learners' progress, there are innate characteristics within the language learners that will impact them as well.

Learner characteristics. Research has shown that all second language learners, regardless of age, have already acquired at least one language to an extent, whether that means they speak and understand their first language (L1), or even read and/or write in

their L1. There are some second language learners who are illiterate in their L1 and this heavily affects the degree to which they are able to acquire a second language. Illiteracy in a primary language hinders learning a second language primarily because there are several obstacles to overcome. Without these primary language skills, it is impossible to transfer knowledge of how language works from one language to another. This obstacle does not apply to the participants in this research study. The participants were literate and could competently read and write in Korean as well as in English. Cross-linguistic transfer assists tremendously in the acquisition of a second language. This knowledge that all second language learners have an L1 implies that they already have an idea of how a language works. However, knowledge of other languages can also lead to misunderstanding of the newly introduced one (Lightbown and Spada, 2006; Friend, Most, and McCrary, 2010; Lifriei 2005). This may occur when language systems are extremely different in grammatical form, or the sounds the speaker makes when producing linguistic output. An example of this is how different English and Korean are. English is a romance language, more closely related to French and Spanish. Korean is more closely related to Japanese, and contains fewer consonant and vowel sounds than English does.

Intelligence. Intelligence is a strong indicator of second language learning ability. Intelligence is described by Howard Gardner's (1993) proposal that individuals have "multiple intelligences" and that traditional IQ tests have assessed only a limited range of cognitive abilities (Lightbown and Spada, 2006). The multiple intelligences include: interpersonal, intrapersonal, musical, verbal/kinesthetic, natural and visual intelligence. These multiple intelligences keep expanding as Gardner and other researchers discover

existing types of intelligence not previously named. Intelligence is important to discover among students because students learn content and language in a variety of ways.

Someone may learn their second language more rapidly than others with the use of visual materials and input rather than just listening to someone speak the second language.

Another example could be that some students learn best by being active and kinesthetically “doing” rather than sitting down during instruction. The multiple intelligences the study participants experienced were visual and auditory intelligence.

Visual intelligence was emphasized and auditory intelligence was used minimally. When the English language learners came to the United States, their ESL instructor used a variety of multiple intelligences to deliver instruction. The students experienced verbal/kinesthetic intelligence, musical intelligence, interpersonal, intrapersonal, visual and auditory intelligence. The study participants showed intelligence by having been admitted to academic study at the college level and attaining specific scores on the Test of English as a Foreign Language (TOEFL) examination.

Aptitude. Aptitude in second language learning includes the specific abilities thought to predict success in learning a language (Lightbown and Spada, 2006). These abilities include high literacy development in the L1, good interpersonal communication skills and willingness to learn a second language. Aptitude is also grouped together with learning abilities and linguistic (language) knowledge, as these are all predictors of the speed and degree to which an ELL will learn English. This type of learning characteristic indicates the degree to which a student will be able to learn the second language and how successful he will be in learning it. Aptitude is defined as ability, a talent, or a capacity.

It is something all people are born with and can build upon throughout life (Lightbown & Spada, 2006).

Learning styles. The term “learning style” has been used to describe an individual’s natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills (Lightbown and Spada, 2006). Some people learn visually, some learn by doing hands-on activities, and some people learn by listening. These ways of acquiring knowledge are not limited though. There are several other ways people learn. Learning styles is an area, which, Dörnyei and Skehan (2003) indicate needs more research and development. Most classrooms favor auditory input, however students do not always learn best with constant auditory input. There are some learners who would benefit from the implementation of visual input and incorporating cooperative learning strategies into the classroom.

Personality. Everyone has his/her own personality as it relates to second language acquisition. This describes the personality characteristics that are likely to affect learning a second language. One example of a personality characteristic some learners have that affects their second language acquisition is inhibition. Risk-taking is necessary for progress in language learning, and inhibition discourages it (Lightbown and Spada, 2006). Another key example of personality factoring into second language learning is anxiety. Along with anxiety, linguistic self-confidence may be one of the most important components of L2 motivation. It stems from the idea that, free from anxiety, mastery of the second language is well within the learner’s means (Csizér and Dörnyei, 2005). Anxiety, for example, feelings of worry, nervousness, and stress is something many students feel while learning a second language. Some learners are just naturally nervous

or anxious. It has been argued, however, that not all anxiety is detrimental to one's acquiring of a language- a certain amount of tension can have a positive effect and even facilitate learning (Lightbown and Spada, 2006).

Learner beliefs. Not all second language learners are aware of their individual cognitive or perceptual learning styles, but virtually all learners, particularly older learners, have strong beliefs and opinions about how their instruction should be delivered (Lightbown and Spada, 2006). Learners usually have certain instructional preferences. Learners' instructional preferences, whether due to differences in their approach to learning, or to their beliefs about how languages are learned, will influence the kinds of strategies they use in trying to learn new material (Lightbown and Spada, 2006; Krashen, 1981).

Identity and ethnic group affiliation. Identity and ethnic group affiliation are factors of second language acquisition that cannot be precisely predicted. However, there is no denying that there is indeed a relationship between these factors and second language learning. For example, members of a minority group learning the language of a majority group may have different attitudes and motivation from those of a majority group learning a minority language (Lightbown and Spada, 2006).

Motivation and attitudes. Robert C. Gardner, a prominent figure in motivation research, along with his colleagues, carried out a program of research on the relationship between a learner's attitudes toward the second or foreign language and its community, and success in second language learning (Masgoret and Gardner, 2003). Throughout this research, Gardner detected high correlations between attitudes and how strongly they affect motivation in second language learners. Motivation in second language learning

can be defined in terms of two factors: learner's communicative needs and their attitudes towards the second language community (Lightbown and Spada, 2006). For example, if someone sees a need to learn the second language, possibly to communicate with speakers of the language, there is motivation to learn (this is considered a communicative need). Another example is that an English language learner may be learning the language for academic purposes. In many foreign countries, people learn English because it is one of the most widely spoken languages in the world. So, in order to participate in the global community, these people must learn English. Also, if someone favors the speakers of another language, then they may favor more contact with them and in turn are motivated to acquire the language (Lightbown and Spada, 2006).

Motivation as a factor of second language acquisition is extremely relevant in English as a second language research today. Knowing exactly how to motivate students who are in the process of learning a second language, a very difficult task, is a pertinent factor in designing pedagogy that meets students' needs and provides for successful learning. Various researchers in the ESL education research field provide a variety of insights for educators as to how motivation plays a role in learning a second language, and how they as educators can meet the needs of their students.

Motivation in Second Language Learning

Motivation plays a significant role in second language learning and acquisition. Motivation is a key factor in whether or not a learner is successful in truly learning communication skills and academic language. Dörnyei (1994) describes motivation as one of the main determinants of L2 (second/foreign language) learning achievement. Motivation seems to be one of the highest indicators of second language learning success.

Csizér and Dörnyei (2005) describe seven components of second language motivation. Integrativeness, instrumentality, vitality of the L2 (second-language) community, attitudes toward the L2 speakers/community, cultural interest, linguistic self-confidence and milieu/situation are all parts of this theory of motivation. These components support L2 motivation as a whole. Several researchers define second language learning motivation through the use of some or all of these components.

Motivation, as it pertains to second language acquisition, is defined by a variety of theorists as one of the critical reasons for which a person learns a second language. Motivation determines the degree to which a person can acquire advanced proficiency in a second language. Motivation can be internal or external. Internally motivated English language learners see a personal need to learn the language and therefore they are motivated to learn it. Externally motivated English language learners are motivated to learn English because outside forces such as family members, community, and school are working separately or together to provide the student with reasons to learn English. External motivation can also come in the form of rewards in order to keep a student motivated to learn what they need to and receive their reward (Gardner, 1968; Tremblay and Gardner, 1995). Often, English language acquisition is forced because the learner is immersed in a native English speaking community and therefore must learn the language in order to survive daily life activities and events.

Components of motivation. Components of motivation refer to reasons for which a second language learner acquires a second language. These components are labeled as follows; development of attitudes, cultural interest, and communicative needs (Lifriei, 2005; Gardner, 1968; Csizér and Dörnyei, 2005). All of these components are

relevant in current practices of teaching English as a second language as educators take these components into consideration when designing and implementing English language instruction and academic content.

The development of attitudes. Second language learners develop attitudes toward native/second language (L2) speakers and the L2 community (Csizér and Dörnyei, 2005). Gardner's theory of integrativeness, as described by Csizér and Dörnyei (2005), implies that second language learners have the desire to integrate themselves into the L2 culture and become similar to the speakers of the language they are learning. Aside from the desire to integrate into the L2 society, instrumentality is the most prominent, frequently highlighted variable in L2 motivational studies. It reflects usefulness of the second language according to second language learners (Csizér and Dörnyei, 2005). Usefulness of the second language varies among individual language learners. For some language learners, they learn the language primarily for communication purposes, and know that learning the language means they will have the ability to communicate with people in the L2 community. For other language learners, this instrumentality may be the usefulness of the English language in an academic, collegiate setting. They may be taught primarily in English, and view the language as useful because it benefits them as a scholar. Instrumentality is composed of both intrinsic and extrinsic factors of motivation.

Attitudes have been a large part of Gardner's lifelong research in motivation theory (Gardner, 1968), which is prominent in several areas of second language acquisition theory and research today. According to Dörnyei (1994), students may be motivated primarily on the basis that learning the L2 will fulfill their communicative needs in the L2 society. Instrumental motivation is linked to the idea of intrinsic

motivation in that it describes a student's need and desire to learn the second language. Intrinsically motivated students see a natural need to learn a second language, whether it is in order to communicate with peers, assimilate, or be able to communicate effectively within the L2 community. Another reason to learn a second language is that they desire the ability to communicate globally, and English is a prominently used language throughout the World. Attitudes not only affect socialization into an L2 community, but also the success of the learner's second language acquisition. Also, student attitudes in second-language acquisition are directly related to student achievement in aspects other than language learning (Gardner, 1968).

Attitudes could also be described as how they (the attitudes) are portrayed by parents of students learning a second language: a passive role as described by Robert C. Gardner (1968) is a parent's unawareness of their own attitudes toward the community whose language the child is learning (Gardner, 1968). Parents' unawareness of their own attitudes toward a second language community can help or hinder student motivation. Children are easily affected by their parents' thoughts and beliefs systems. If a parent is unaware they are expressing negative feelings or attitudes toward the L2 community, children may not be nearly as intrinsically motivated to learn the language of their community. This can be detrimental to second language acquisition. Likewise, if a parent is unaware that they express positive feelings and attitudes toward the L2 community, it will not hinder the levels of intrinsic motivation for the student. It may in fact contribute to intrinsic motivation in second language acquisition.

Intrinsically motivated students tend to come from homes where the parents profess positive attitudes toward the second language (Gardner, 1968; Lifriei, 2005). All

of Gardner's findings support the conclusion that second-language achievement is facilitated by an integrative motive, and that the development of such a motive is dependent upon a particular attitudinal atmosphere in the home (Gardner, 1968; Tremblay and Gardner, 1995). This means that if attitudes in the home surrounding the student are positive toward the second language, students are more likely to become intrinsically motivated to learn the second language. However, attitudes in the home can also serve as extrinsic motivation by the family and eventually develop into a student's intrinsic motivation as a desire to succeed in order to please the people to whom they are closely connected. These researchers (Csizér and Dörnyei, 2005) build upon Gardner's (1968) framework and describe that language is used to construct an image or identity congruent with some socio-cultural traits (Lifrieri, 2005).

As described by Dörnyei (1994), if students are self-determined and motivated to learn the second language, extrinsic rewards such as school supplies or books can be combined with intrinsic motivation to promote and reward performance. Extrinsic rewards do not apply to this particular research study, but if the study is conducted with school age participants it does apply. Extrinsic and intrinsic motivation both have been found to not work against one another, but instead they can be combined in various ways to enhance motivation (Dörnyei, 1994). In addition to extrinsic and intrinsic motivation, if interest in the culture of the L2 is present, it is another motivating factor in second language learning.

Cultural interest. Cultural interest is an important aspect of second language motivation: does the second language learner know about, and appreciate, the L2 culture? What, if anything, does the L2 learner appreciate about cultural products associated with

the particular second language and conveyed by the media (Csizér and Dörnyei, 2005)? Cultural products may include but are not limited to places specific to a culture, items specific to a culture, etc. A place that is viewed as a cultural product in the United States might be Washington, D.C. as a whole. The places within this city that offer cultural experiences for people visiting the area are the memorials, the government buildings, and the White House. An example of an item specific to culture in the United States might be a specific restaurant or a type of food. This aspect delves into the social-cultural aspect of L2 motivation and covers an interest in the way of life and the artistic production of the target language group (Csizér and Dörnyei, 2005; Gardner, 1968). This artistic production determines whether a student likes what they see in the L2 community. Artistic production, for example, could be considered as music, graphics (billboards, building structures, color schemes), and public parks. There are various other aspects of artistic production but the previously stated aspects are primary examples. Csizér and Dörnyei (2005) describe that vitality of the L2 community concerns the perceived importance and wealth of the L2 communities in question. This vitality includes status factors, demographic factors, and institutional support factors (Csizér and Dörnyei, 2005). Milieu (the surrounding or environment that someone lives in and is influenced by), for example, parental support, is a concept in L2 motivation that stems from direct second language environmental influence (Csizér and Dörnyei, 2005; Gardner 1968). Another important aspect of milieu is pop culture, including but not limited to; movies and music.

Communicative needs. All individuals have communicative needs. Whether they need to communicate to obtain the basic needs of life such as food, water, and shelter;

communicate for socialization purposes; or communicate to learn, it is an imperative need. An underlying question is: why do some students seek, while others avoid, second language communication (MacIntyre et al., 1998)? For example, a student may be influenced by negative attitudes toward the second language community so he or she is not motivated to communicate in the L2. Some students, on the other hand, seem to seek out communication in the L2 with members of the community or even practice at home or with friends. Also, willingness to communicate in a second language depicts the degree to which a student learns or acquires the second language. If a student utilizes the second language in a high degree, then s/he may acquire the language more rapidly. If a student does not use the language to a high degree in practice, then s/he may take a longer time acquiring the language to its fullest extent. Robert Gardner (1968) informs us that motivational differences influence the extent to which a learner acquires skills that can be used in communicational situations. This entails levels of intrinsic and extrinsic motivation that influences a student's second language acquisition as they apply to communicative needs.

Second language learners identify, whether consciously or subconsciously, a need for learning their second language. Whether they have to learn the second language to be able to excel in school, communicate with L2 speakers, or simply have a desire to learn the language (a form of intrinsic motivation), they identify a need. If the student has a negative view of the second-language community, it would reduce the child's motivation to learn the language (Gardner, 1968).

While much of this is intrinsic, there are various actions educators can take to enhance a student's motivation to learn a second language. They can enhance

pedagogical practices by implementing motivational strategies, such as: varying the types of activities, increasing the amount of interactive learning and speaking, and providing input for student through the use of the Sheltered Instruction Observation Protocol (SIOP) model.

Strategies That Motivate English Language Learners

There are various pedagogical (instructional) implications for educators of English language learners. Several of these pedagogies are designed to motivate English language learners into acquiring a second language. These pedagogical implications are the results of educators interpreting research and seeing how research-based theories work in the ESL learning context. Strategies for motivating English language learners can be found in various models for teaching English language learners. Strategies can include but are not limited to: activities that access prior knowledge, activities that keep student attention and activities that promote student collaboration.

Motivation in the classroom. Although little research has directly investigated how pedagogy (educational practice/instruction) interacts with motivation in second language classrooms, considerable work has been done within the field of educational psychology. There are, however, various areas where educational research has reported increased levels of motivation for students in relation to pedagogical practices. Included in these are: motivating students into the lesson, varying the activities, tasks, and materials, and using co-operative goals (Lightbown and Spada, 2006; Brophy, 1987). Due to the ever-increasing number of ELLs in schools across the United States, there is an emphasis on improving pedagogical practices for ESL educators (Friend, Most, and McCrary, 2010). The first place to start when designing meaningful pedagogy and

curriculum is to know precisely what motivates students and what they perceive to be beneficial educational practices.

Motivating students into the lesson. In the beginning phases of lessons, it has been observed that remarks teachers make about forthcoming activities can lead to higher levels of interest on the part of the students (Lightbown and Spada, 2006). Other ways teachers are able to motivate students into a lesson can include providing students with a jackdaw kit. A jackdaw kit is a “hook” for a lesson or unit on a particular subject/content material. For example, if a class was beginning a unit on Native Americans, the jackdaw kit might include a box of literature surrounding the topic, jewelry worn by Native Americans, blankets made by Native Americans, and possibly figurines. Anything considered to be an artifact or “realia” (real/actual items, not just pictures of something) can get students interested in the unit quite rapidly. This applies to college level classrooms in addition to Kindergarten through twelfth grade classrooms. In college level classrooms, hands-on introductions to course content are likely to motivate students to participate and become invested in their own language learning.

Varying activities, tasks, and materials for instruction. Many educators find it important to avoid a decrease in attention span and make things exciting for English language learners. Lessons that always consist of the same routines, patterns, and formats have been shown to lead to a decrease in attention and an increase in boredom (Lightbown and Spada, 2006). Students crave variation and they crave new, exciting types of activities. If they get to experience these types of activities, they in turn will be motivated to learn. Communication with fellow classmates is an excellent motivator; students need more opportunities in the classroom for verbal interaction (Verplaeste,

1998). English language learners are often marginalized and their opportunities to interact minimized; even in classrooms with teachers who have the best of intentions (Verplaeste, 1998). In college level classrooms, group discussion and partner work is important for ELLs because they are given chances to communicate using the language. When ELLs are placed in ESL classrooms composed of people who speak the same primary language, the instructor should emphasize only speaking English in the classroom.

Using co-operative goals. Co-operative learning activities entail students working together in order to complete a task or solve a problem. These activities/techniques have been found to increase the self-confidence of students, including weaker ones, because every participant in a co-operative task has an important role to play. Collaboration leads to contribution to one another's language and literacy development (Manyak, 2008). Knowing that their teammates are counting on them and holding them to a standard can increase students' internal motivation (Lightbown and Spada, 2006, Manyak 2008). Cultural and age differences will determine the most appropriate way for teachers to motivate students. Teachers take age and culture into consideration when designing learning experiences with objectives for their students because they need to design lessons that are engaging and meaningful for students. In some classrooms, students may thrive on competitive interaction, while in others co-operative activities will be more successful (Lightbown and Spada, 2006). The benefits of collaborative activities have been found to surpass the benefits of independent work, including worksheets, assigned reading, or students working on their own without coaching, facilitation or guidance (Friend, Most, and McCrary, 2010). Furthermore, a high percentage of teachers in

Friend, Most, and McCrary's (2010) study believed that lecture or teacher dominated instruction was not effective for ELLs, and using only English for instruction had a negative impact on ELLs. This applies directly to the participants of this research study. The participants all experienced lectures and teacher dominated instruction in their ESL classrooms in Korea. On the other hand, when they began attending courses in the United States, English was the only language being used, which did not actually put them at a disadvantage in contrast to Friend, Most, and McCrary's 2010 study because if anyone had difficulty understanding content they could ask a fellow Korean-speaking student for an explanation in the native language.

The SIOP model. One English language instructional model that incorporates all of the motivational strategies (motivating students into the lesson, varying activities and cooperative learning goals) is the Sheltered Instruction Observation Protocol (SIOP) model. In the mid-1990's increasing numbers of English language learners were entering public schools in the United States (Vogt & Echevarria 2008). This led to the surfacing of instructional strategies and sheltered instruction (an approach that allows for the extension of time students have to complete subject matter). The Sheltered Instruction Observation Protocol (SIOP) model is a collection of these instructional strategies and techniques that surround the education of ELLs. The goal of SIOP is to provide English language learners with content (reading, math, social studies) instruction while they continue to improve English language proficiency (Friend, Most, and McCrary, 2010). In 1995, Vogt and Echevarria (2008) began creating an observation protocol that could be used by researchers, administrators, and teachers. Their goal was to create a group of sheltered instruction activities and techniques so educators would have a "common

language” to speak while teaching ELLs. The strategies of the SIOP model apply to English language learners of all ages. The activities are both engaging and motivating.

The SIOP model is based on research findings on ESL/bilingual methods, articles on best practices, and actual teaching experiences. Vogt and Echevarria (2008) collaborated with educators in the field, field-tested the SIOP model, and implemented the SIOP components with students. The components of SIOP are as follows: preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment.

The SIOP model applies directly to the participants of this research study. Prior to studying English as a second language at the college level in the United States, none of the participants felt comfortable speaking and listening in the English language. When the students began ESL class in New York, they experienced the SIOP model throughout much of their instruction. They gained more confidence in speaking and listening, and felt that these ESL classes were much more beneficial than their ESL courses in Korea.

The eight components of the SIOP model. The eight components of the SIOP model provide a basis for ESL teachers on how to design lessons that provide the best educational opportunities for English language learners. The components of SIOP; preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment all come together to create a protocol for ESL teachers to follow while providing instruction in English for students. Preparation entails methods for planning lessons, paying particular attention to language and content objectives, appropriate content concepts, the use of supplemental materials, adaptation of content, and meaningful activities (Friend, Most, and McCrary, 2010).

Building background is a component where teachers make explicit connections to their students' background experiences and knowledge, past learning, and teach and emphasize key vocabulary (Friend, Most, and McCrary, 2010). Comprehensible input is the component in which teachers use a variety of techniques to make instruction understandable for students. The strategies component includes ways to have students practice learning strategies, and have teachers scaffold (make understandable) the material for students. This component also helps teachers to promote higher-order thinking for their students. Interaction is a component that shows teachers how to provide their students with frequent opportunities for interaction. Practice and application is a component that shows teachers how to provide hands-on materials and manipulatives and include activities for students to apply their content and language knowledge through all language skills (reading, writing, listening, and speaking). Lesson delivery is a component of SIOP where teachers implement lessons that clearly support content and language objectives with appropriate pacing, whereby students are engaged 90-100 percent of the instructional period. Review and assessment is the component that provides teachers with the necessary tools to help students review key vocabulary, regularly give academically specific feedback to students, and conduct assessment of student comprehension and learning throughout the lesson (Vogt and Echevarria, 2008).

Knowledge of the strategies that motivate second language learners and knowledge of second language acquisition theory can lead to the development of research studies. Educators need to know how students learn, and what motivates them to learn, as motivation is one of the highest indicators of second language learning success. By conducting interviews of the target groups educators wish to learn more about, they are

able to access student perceptions of what the students believe to be beneficial educational practices for learning English as a second language. As is evident from the literature, the cultural context influences learning a second language. Specifically, the students in this study had experienced the context of learning English as a second language in South Korea before transferring to a college in the United States.

Education in South Korea

Literature on education in South Korea informs the research conducted for the purpose of this study. The participants involved in the research study were all from South Korea, and all had a variety of experiences with Korean education. Some of the students attended academies; specialized private schools with specific goals in mind for students. Other students went to public schools. Also, three out of four of the students currently studying abroad in western New York, who participated in the research study were part of a study abroad program during elementary, middle, or high school. The research in this section of the literature review contains information relevant to the study in terms of anxiety as a result of learning English, types of language instruction and language acquisition theory implemented in Korea, linguistic identities, educator perceptions of student learning, and motivation for Korean English language learners in English as a foreign language classrooms as well as English as a second language classrooms.

English-learning anxiety. Korean English language learners (ELLs), like many ELLs all around the world, experience some form of anxiety as a result of the pressures of learning a second language. Anxiety is considered by a variety of researchers to be a strong affective factor in learning a second or foreign language (Yim & Yu, 2011).

Anxiety happens when an ELL of any age from any cultural background experiences barriers to learning English, frustration with the language, low self-confidence in English, and testing of linguistic aptitude. It is not uncommon to see anxiety in the form of feelings of inadequacy. This occurs especially when speakers are aware that some or all of what they say in the second language is incomprehensible to native speakers. The primary goal of many English language learners is to achieve native like fluency. This is usually a very difficult goal to achieve, mostly because of factors that support the Critical Period hypothesis. Age plays a role in the degree to which one will sound like a native speaker. When a young child learns a second language, she usually “loses” her accent and sounds like a native speaker when she speaks both languages. Yim and Yu (2011) conducted a comparison of the factors of foreign language learning anxiety. These factors describe anxieties at the university level and include but are not limited to; communication apprehension, test anxiety, fear of negative evaluation, speech anxiety, fear of failing a class, negative attitudes toward the class, instructor-induced anxiety, low self-confidence in English speaking, and performance anxiety (Yim & Yu, 2011).

Language instruction. Language instruction varies by context. Language can be taught in a variety of ways and instruction provides a variety of outcomes.

Communicative language instruction is central to recent innovations in curriculum development for English as a foreign language (EFL) classrooms, including South Korea. Howard and Millar’s 2009 study explored South Korean EFL teachers’ perceptions of the applicability of Ellis’ 2005 review of literature on instructed second language acquisition. This study explored teachers’ perceptions of the principles for effectively instructing second language learners in a variety of EFL contexts (Howard & Millar, 2009).

Communicative language instruction promotes student independence and uses English or another target language in a variety of roles and contexts (Howard & Millar, 2009).

There are, however, issues of implementation of the communicative approach to teaching language. In some cases, teachers receive training but are not given the necessary skills needed to provide beneficial learning experiences for their ELLs. The review that Howard and Millar's 2009 study is based on portrays ten principles for successful instructed learning. These principles include a focus on meaning, form, developing implicit knowledge of the second language, extensive second language input, opportunities for output and interaction, motivation, take into account different learning styles, and authentic assessment. If a language instruction program contains all of these principles, it will be successful. In previous sections of the literature review, the SIOP model was described. This is an example of a type of language instructional model which contains all of the above mentioned principles in order to ensure successful second language learning. In South Korea, increasingly more classroom instructors at a variety of levels are implementing these language-teaching principles into their classrooms in order to promote successful acquisition of the second language.

Korean linguistic identities. Second language learners develop linguistic identities in their native language as well as any language they learn after that. In a combination of studies conducted by Hong and Cheong (2010), there is a focus on literate identity and identity negotiation within a learning environment. It is important to know that ELLs recognize who they are as language learners based on others' perceptions of them. When an ELL is exposed to a multitude of discourses and engages in a multitude of discourse communities, they are most likely defining themselves in comparison to

what they are not (the other) (Hong & Cheong, 2010). A significant portion of the literature informing this study was devoted to the shift that English as a second language learners experience when they begin learning a new language in English-speaking nations. They discover themselves based upon who others perceive them to be (Hong & Cheong, 2010). The studies of students' social identity in English as a second language contexts have documented that these identities shape the ways in which people make sense of the world and influence how they acquire the second language in a new social environment; in this case, the United States (Hong & Cheong, 2010). The findings of this study are as follows; students are expected to become fluent in speaking and listening in order to become fluent in a second language. This means that students are learning how to be a reader and writer of English while they are simultaneously learning how to be a listener and speaker of English. When Korean students begin formal schooling in the United States, they not only learn a new language, but also acquire other ways of knowing, talking, thinking, valuing, acting, reading, and writing within new cultural environments (Hong & Cheong, 2010).

Teacher perceptions of student learning. Teachers' prior experiences have a significant influence on the types of classroom activities and instruction they provide for their students. Teachers tend to do what they believe is effective pedagogical practice for their language learners (Kim, 2011). A majority of the teachers who participated in Kim's 2011 study reported designing activities for student learning that promoted interaction and basing instruction on communicative language teaching- putting an emphasis on learning to communicate. The teacher participants also reported beliefs about student struggle and enjoyment while learning. The participants stated that

struggling is important when learning a second language because it helps students take responsibility for their own education. The teachers also stated that it is important for language learners to enjoy the process of learning a language. This contributes significantly to motivation in teaching and learning English as a second language.

Designing authentic lessons that focus on speaking and listening in college classrooms would be beneficial to any student studying abroad in the United States. Incoming students need to create relationships with native English speakers on campus and in the community. English is the language spoken in the classrooms so giving students from Korea a chance to improve speaking and listening skills will help them to be successful college students in the United States. Instructional focus on communication skills like listening and speaking will give the students the confidence and motivation to interact with native English speakers.

Motivation in Korean education. Several factors motivate English language learners, such as teacher support, family support, family assistance while learning English, seeing a need to learn English to communicate with peers, seeing a need to learn English to succeed academically, or recognizing a need to learn English for a career path. Different English learning contexts provide different types of motivation for students learning a second language.

English as a foreign language. English as a foreign language (EFL) is a context in which English is not an official language of the geographical area but is an integral part of school curriculum. In this context, English tends to play an essential role in the success of a student for career and educational advancement (Howard & Millar, 2009). Many times, when learning a foreign language, it is through the grammar-translation

method. This type of instructional language teaching places a strong emphasis on reading and writing for academic purposes, and a weaker emphasis on speaking and listening. Students in this context are motivated to learn English in order to promote personal success and gain, and less motivated to learn English as a means of discussion and communication.

English as a second language. English as a second language (ESL) is a context where English is a widely spoken language in the classroom and out of the classroom usually in an English-dominant community. In this context, English is needed for intellectual and career success, as well as communicative success. The English language learner in this context would need English for a majority of situations they encounter in English-dominant places. Students learning English in this context might experience a variety of teaching and learning strategies, and would take part in a multitude of interactive lessons. These lessons might be formulated using the SIOP model, as this model emphasizes interactive learning strategies to use when combining the acquisition of a language while learning academic content. English as a second language instruction varies and is a beneficial way for people to learn English. The strategies SIOP provides are used to motivate students and create a classroom where people are excited to learn English.

The review of the literature informed the methodology for the following research study on English language learners' narrations of their educational experiences, specifically English-learning experiences. This literature provided insight to language learning theories, motivation in second language learning, strategies, and Korean education. The research contributed to the design of the method for this particular study.

Methodology

A qualitative study was conducted on how advanced level ELL collegiate level students narrate their educational experiences in learning English as a second language (ESL). The perspectives of these students who have successfully transitioned to an advanced level of proficiency in English can inform teachers, administrators, and Teachers of English to Speakers of Other Languages (TESOL) graduate students on what students perceive as beneficial practices and strategies to learning English. I was interested in discovering what motivates students to learn English as a second language, and more importantly, how they reflect on their educational experiences overall as a successful ESL student. The purpose of this study was to enable teachers to gain a better understanding of what students perceive about learning English, and provide insight for teachers that might influence the way they structure their classrooms and pedagogy in order to motivate their students to learn English. A study of learners' perceptions enables researchers to gain access into the learners' worldview as well as how they interpret their learning experiences (Shah et al., 2009). Prior to conducting the study, CITI training was obtained as well as renewed in order to ensure competency when working with human subjects.

Participants

Participants in this study were four South Korean adult collegiate level students, who were designated as advanced level (level six out of six) English Language Learners according to New York State and their college in South Korea. The Test of English as a Foreign Language (TOEFL) examination determined this designation. Although they were not required to take the TOEFL exam to enter the university in rural New York

State, they took it prior to their arrival so their level of English could be determined. The following criteria were used to select the study participants: the student progressed from a beginning level to an advanced level of English, the student was currently enrolled in a college level ESL course, and the student was an English Language Learner.

The purpose of choosing ESL students who have acquired (successfully learned) English as their second language within five years is based on research, which shows that it takes between five and seven years to successfully acquire a second language, if no barriers arise (Cummins, 1981). Barriers may consist of learning disabilities, placement in schools that do not use strategies that follow ESL guidelines, placement in schools that don't have ESL programs, or if the students are unmotivated. These students at the advanced ESL level had acquired two types of language proficiency, according to Jim Cummins' research: Basic Interpersonal Communication Skills (BICS), and Cognitive Academic Language Proficiency (CALP). Cummins states that while many students acquire native-like speaking fluency within two years of immersion in the second language (BICS), they are not on a working level with native speakers as far as academic language proficiency goes (CALP) until they have been immersed for five to seven years (Cummins, 1981). The students who took part in the interviews have been immersed in English several times throughout their lives, and currently are immersed in an English-speaking community and college.

The Human Subjects Review Board at the college where the study was conducted approved this research study (see Appendix C) and all participants gave informed consent before they participated in the study. The consent was in the form of signed consent forms (see Appendix B). The consent forms were available in English, and a native

Korean speaker explained in detail the process of informed consent in the students' native language. Although the students were all capable of comprehending the informed consent process in English, the native Korean speaker gained informed consent on behalf of myself, the researcher, in order to ensure autonomy. The participant consent forms were written in a way so that advanced ESL students were able to comprehend what they were reading. This was determined by entering the document into the grade-level scaling tool on Microsoft Word 2007. The score was 60.2, a standard Flesch reading ease score.

Setting

The setting of this research study was a public college in rural New York State. The college enrolls approximately five thousand undergraduate students per year and three hundred graduate level students per year. Women make up fifty-seven percent of the enrolled college students, and men make up forty-three percent of all enrolled college students (Fact Book, 2012). Approximately 500 students were African American, approximately 20 were Native American, approximately 180 students were Asian/Pacific Islander (this demographic has increased as a result of the influx of approximately 90 international students from Korea), approximately 180 students were Hispanic, approximately 4,000 students were White/Non-Hispanic, and approximately 200 had an unknown race/ethnicity (Factbook, 2012).

The student participants for this research study are enrolled in a "one plus three"-year program with a University in South Korea. The student participants arrived in New York in January following the completion of their first year of college at the University in South Korea, and were welcomed by the college where they would spend their next three years. Approximately 90 students came, and began classes at the end of January, the start

of the spring semester. All students were required to enroll for an integrated ESL course and an academic writing course, or solely an integrated ESL course based upon their level of English. If they had to take two ESL courses, they only enrolled for two degree-program required courses. If they were enrolled in one ESL course, they enrolled for three degree-program required courses. All students were categorized as either a level five or a level six, and this is consistent with a low advanced level and high advanced level of English as a second language in the United States. After one semester of ESL courses, the students become fully matriculated into their degree program. This means they are responsible for enrolling for a full course load.

Sampling

After being approved by the Human Subjects Review Board I met with a native Korean-speaking professor and we discussed the importance of ensuring autonomy throughout the informed consent process. This professor had not worked closely with the students who were eligible for the study, so the students did not feel pressured by the professor acting as the agent.

The agent went to two class periods of students, gave a verbal presentation, and explained the research study in detail, as well as the informed consent process. She spoke to the students both in Korean, their native language, and English, their secondary language. The professor invited the students to ask questions regarding the study, and answered any questions the students had.

Twenty students signed consent forms to participate in the study. The desired number of participants for the research study was a minimum of four students and a maximum of six students. I sorted the signed consent forms by gender, and then chose

three students at random from each of the two pools. After choosing the six students, I sent a private email to all of them that stated they had been chosen to participate in the research study. I received four email responses, and so interviewed those four students. The other two chosen students never responded, so were not included in the research study. After choosing the participants, I also emailed those students who signed consent forms showing they were willing to participate in the study, to inform them that although I was thankful for their interest, they were not chosen to participate.

Design

After selecting and enrolling four students in this study, I conducted one half-hour long semi-structured interviews with each of the students individually. The instrument I used was based on the instrument Kim (2006) used in the development of an interview format designed to conduct a qualitative study of ESL motivation. Kim (2006) developed a qualitative study on researching English as a Foreign Language (EFL)/ESL motivation and investigated the best way to interview ESL students about their educational experiences and developed target questions on what motivates them as ESL students. Kim (2006) studied three interview formats: open-ended interviews, semi-structured interviews, and structured interviews. Then, Kim (2006) asked the question: Which one will be the most appropriate for qualitative inquiry on second language motivation? Consequently, Kim designed an instrument that consisted primarily of semi-structured interview questions. For the purpose of my study, I followed the template Kim (2006) used in the study, and conducted a semi-structured interview with participants. All questions followed the semi-structured format, and questions in Kim's study that were not semi-structured were removed so as to yield only semi-structured questions. I also

removed questions regarding tool use, such as the use of technology to learn English, because this section of questions did not coincide with the research as depicted in the review of the literature.

I conducted qualitative interviews with each student. The interviews consisted of questions targeting topics such as ESL motivation, life history, relationships, social status, identity, the learning context, participant ESL learning expectations, and participant perceptions about the interview method. Participant perceptions about the interview method would include questions such as; how did you feel about the interview? Were there things you wanted to say in the interview but didn't get a chance to say? What were these things? Why weren't you able to say them during the interview? (Kim 2006). Using a semi-structured interview format allowed for the asking of additional questions throughout the interviews. For every interview I asked additional questions where applicable. The participants responded well to the structure of the interview. They felt comfortable and nearly all of them stated that the interview felt like a conversation and did not feel pressured to answer the questions.

Data Collection

I originally intended to conduct a two-session interview for each of the participants, since the interview was lengthy. However, after conducting the first interview that lasted only twenty-five minutes, I was able to conduct each interview in half of the time I originally described. Each session was half an hour in length, targeted specific questions on the interview list, and was conducted at an office that the students were familiar with at the college. Bogden and Biklen (2003) consider this a formal interview because I scheduled the meeting times and locations of the interviews by email

prior to meeting with each student. The interviews were conducted in a comfortable, quiet location in an office at the college the students currently attend. The office exuded calmness and provided a quiet, comfortable environment for the interviews. The office had a desk the students sat at during the interviews. It was important that throughout my research I conducted the interviews at a neutral location, so all of my participants could focus on the interview and not feel pressured by the environment. The purpose of implementing a qualitative, semi-structured interview was to access student narrations of their educational experiences in a setting that did not heighten the affective filter; the level of nervousness. The interview consisted of questions that targeted experiences the students had in the context of English language learning. These interviews were conducted within the students' current college community, which created a comfort zone for them to reflect in.

My data collection procedures were based on the procedures Kim (2006) used for a qualitative study of ESL motivation. A semi-structured interview consists of pre-determined, or already designed, questions. All of the questions in the interview were predetermined (Kim 2006). However, it was also an interview that allowed the interviewer to ask more questions if the interviewee's response indicated the need for further questioning. The interview I conducted was used to gather descriptive details in the interviewees' own words so that I could develop insights on how the interviewees interpreted this part of their world (Bogden and Biklen, 2003). When I interviewed the students, I took notes as they answered questions, in addition to tape-recording their interviews. Following the interviews, I transcribed the responses so I could analyze them.

Early in the interview, I read a passage that described myself, stated why I was interviewing the student, and ensured the student that what they would say in the interview would remain confidential and I would be the only person who would know exactly what they said or be able to identify their responses (Bogden and Biklen, 2003). I began the interview with small talk before asking the target interview questions, because I needed to make my participants feel comfortable enough to talk to me (Bogden and Biklen, 2003). As stated by Bogden and Biklen (2003), good interviews are those where the subject feels comfortable enough to speak freely and without hesitation. Throughout the interviews, a commonality I found was that each student was slightly nervous prior to the interview, and became more comfortable as the interview progressed. All of the students actually laughed at times throughout the interviews.

Before coding the students' responses in the interviews for commonalities and underlying themes, I transcribed the interview tapes, and assigned a letter symbol to each student so that even if someone else were to read the transcripts they would not be able to identify the specific student who was speaking about their experiences.

Data Analysis

I reviewed the transcripts of the interviews and uncovered themes surrounding motivation present in the literature that appeared through the responses (Bogden and Biklen, 2003). These themes included: attitudes toward the second language community, relationships with educators, second language acquisition experiences, and opinions toward ESL pedagogy. I first assigned a letter code to each participant. Then, I highlighted responses and color-coded the themes found within the transcriptions of their responses. I used the response to portray to educators what students consider positive

educational experiences, negative educational experiences, and experiences that motivate them to learn English as a second language. Specifically, I looked for: student long-term goals for acquiring English, their reasons for learning the language, their opinions toward the L2 (second language) community, and both pleasant and unpleasant memories of learning English. In my findings, I give rich descriptions of the emerging commonalities across participants' transcripts and also document how their perceptions changed over time. Within the findings section, I also address responses that both prove and align with theories of second language acquisition and motivation, and those responses that appear to contradict those same theories.

I developed a profile of each student I interviewed, provided in the findings section. I have provided information on age, primary language, family life, school, and other important qualities that emerged throughout my interactions with the students. I have also presented a paragraph on each student, with pseudonyms so identity remains anonymous. I have not given out any information about students that is considered identifiable.

Limitations

My study was limited primarily because I only interviewed students at one college in New York State. Also, only four participants were interviewed. Age group was another limitation in that I only interviewed college level ESL students. Willingness to participate was another limitation presuming those students who agreed to participate might not be reflective of the general ELL population at the college because it was projected that they might have an excellent experience to talk about or a terrible one so they were more willing to share their experiences. However, all students had both

negative and positive experiences to discuss, and all were willing to share those experiences. Lastly, primary language was a limitation because the students participating in my study had Korean as their primary language and no other primary languages were included in this study.

Findings

The findings from this research study are consistent with the literature reviewed and provide additional insight into English language learners' perceptions of effective instructional approaches and the role of motivation. The findings conflict with Cummins' 1980a study on Cognitive Academic Language Proficiency and Basic Interpersonal Communication Skills. The information gathered provides insight into English language experiences of international college students from South Korea.

Participant Profiles

Four students participated in this research study. Each student has his or her own unique educational and cultural background, and experience with the English language. All students met the requirements of the research study, and provided significant insights into the motivation of English language learners. All of the participants were natives of South Korea, advanced English language learners, and sophomores at the college in New York State.

Participant A, John (note all names have been changed and Anglicized to protect the identity of study participants and provide for ease of readership. Participants Anglicized their names before coming to the United States because the names are easier for native English speakers to pronounce). John, is a twenty year-old male accounting major. This student discussed a variety of educational experiences, personal relationships

as they relate to English language learning, and positive and negative experiences he encountered while learning English. John also emphasized that he did not always want to learn English. He used to be bored by the language and frustrated. Later on, as he developed his dreams of becoming a bilingual accountant, he realized he needed to learn English in order to succeed. John began studying English in South Korea when he was twelve. He has been studying the language for eight years. The focus of his English language education has been on reading and writing.

Participant B, Sammy. Sammy is a nineteen year-old female, Business Marketing major. Sammy discussed her experience as a study abroad student in the United States during third grade. She also discussed a variety of positive and negative experiences with English, and her fears when it comes to learning English as a second/foreign language. She has always enjoyed learning English, and sees a practical application for the English language in her college career and future employment. Sammy began studying English when she was eight years old in the United States. After she returned to South Korea, she was taught to how read and write English but not how to communicate using the English language.

Participant C, Julie. Julie is a twenty year-old female, English Education Major. Julie went into detail about her experience as a study abroad/foreign exchange high school student in Arkansas. Her dream is to become an English teacher and teach adolescents in South Korea. She has never been tempted to stop studying English, and works diligently on writing and speaking modalities to improve her overall English fluency. The student is well spoken and desires the achievement of a native-like fluency. Julie began studying English at age 14 in high school in the United States. When she

studied in the United States, she learned English through the content areas; social studies, science, language arts, and math. Upon her return to South Korea, the focus shifted to reading and writing in English.

Participant D, Tim. Tim is a twenty-four year-old male, International Interdisciplinary studies major. Prior to entering the University in South Korea, he served two years in the military. Tim discussed variety of experiences relating to English, and dreams of becoming a politician, and maybe even one day, the President of South Korea. He is quite fluent in English, and is a well-articulated aspiring journalist. He has an accent that prohibits native speakers from understanding him sometimes even though he is very advanced in English. This participant had a variety of study abroad experiences including in the United States and England. He also described the necessity of learning English as a Korean. He discussed how, in order to participate in the global community and global economy, Koreans need to be able to fluently speak and comprehend English, since English is a dominant language in the global economy. Tim began studying English when he was nine years old. When he was in South Korea, he was taught how to read and write English but was never taught how to verbally communicate in English.

Emerging Themes

After transcribing the participant responses from the interviews, I noticed a variety of emerging themes similar among the majority, if not all, of the students. There were strong desires among every student to achieve native-like fluency; to speak like “native” Americans. All four of the students expressed a motivation to learn academic English in order to fulfill career aspirations. Sammy, Julie and Tim all had prior study abroad experience in the United States or other English-dominant countries. All four

students expressed a variety of difficulties they experience when acquiring the English language. Another significant theme was the support each student received from his/her family members. Whether or not the family members could speak English, they still supported their family member to learn English as a second language. Other themes include intrinsic motivation to learn English, and relationships with ESL classmates.

The desire to achieve native-like fluency. All four of the participants described a strong desire to develop a native-like fluency of English. In fact, this desire was one of the first things each of the participants expressed during each of their interviews. All four participants described their desire after being asked what their goals for learning English today and in the future are “My future goal is, I know it is impossible to speak English like native American, but I wish, I wanna speak and listen English very very easily” (John). This student, as well as all of the remaining participants, portrayed a strong desire to achieve a native-like fluency. This is important for many English language learners, and is evidence of instrumental motivation. Another student stated, “I want to step up and speak naturally and learn many vocabularies” (Sammy). Sammy had the desire for native-like fluency, but in addition expressed the desire to learn English vocabulary words. When asked what her goal for learning English was, Julie said, “Literally today, maybe to speak English very well like foreigner student, like Americans (Julie).” Her response, as well as Tim’s response shows a need for fluency and speaking like a native English speaker: “Fluency. Fluently speak like a native but that’s not really gonna happen. As a Korean, they teach the school and just like the students want to be like native speaker like American but some like Chinese American they have some kind of accent you know and Hispanics has accent, but those Korean people want to speak like a

white American, the proper English” (Tim). Tim also described the difficulty in understanding the various English accents, “That’s kind of pressure sometimes because every person has a different accent and the pronunciation and there is not really a standard type of speaking (Tim).”

The participants all described the challenges they face and continue to face while learning English. They experienced anxiety as a result of the pressure of learning how to read and write in English. In their current environments, they experience communication-related anxiety as a result of being in an English dominant community.

English language learning challenges. All four participants described instances and experiences that heightened their anxiety about learning English, and the challenges they faced. Anxiety is a significant factor when learning a second language, and the responses from the interviews support the theories of anxiety in second language learning. English language learners are likely to have anxiety about learning a language. Anxiety develops for a variety of reasons, sometimes in more than one modality of the English language (reading, writing, listening, or speaking) (Lightbown & Spada, 2006). “Problem? I think my uh serious problem is hearing and listening, listening yeah, to other friends’ conversation and listening to lecture, yeah so, I can speak English, not very well” (John). John also described difficulties understanding spoken English among his friends, “but listening is too hard because I always feel that because in my suite, my suitemates always talk to each other uh, like joke, and slang, and any words, but I cannot listen and I cannot understand so I always sorry to them (John).” This student described feelings of anxiety toward listening to and speaking English whereas other participants allocated their anxiety to writing: “Mmm, maybe writing? Yeah. Something like works cited. That

was very surprised me. And lots of structures and lots of kind of essays something like contrast compare essay and rebuttal essay (Sammy).” Some of the student participants expressed having difficulty with essay writing, “you know every essay you know there are so many difficult English words. If I memorize every day but that many vocabulary remain still so that kind of challenge to me (Julie).” Another student even related his anxiety and difficulties with a certain academic course, “English composition class where I like when I write or reading an article, I kind of like how could he or she write in this way because I see it as grammatically wrong but its right actually because my knowledge about grammar is limited so its like...many of my friends say I speak English very well, but I see myself like there’s more things to study actually. (Tim).” This participant, like the others, feels limited in his English capabilities, which is a large contributor to feelings of anxiety for English language learners.

Learning English for academic purposes. The entire group of participants shared information on what exactly motivates/motivated them to learn English. Each of the students discussed their reasoning, and explained in detail whether it was extrinsic motivation, the realization that English was a necessity, and/or the need to speak, read, write, and comprehend English in order to succeed as a scholar, “My goal is to become master of English because to study my major, I should learn to English and then I can write and listen to English and speak English easily so I need (John).” Sometimes English language learners develop fears other than language-oriented ones; “I am living in U.S. and I am learning in English and I am learning business administration so my goal is to study my major and learn English is maybe a secondary goal (Sammy).” When ELLs are learning language and content simultaneously, it can become overwhelming. This is just

one difficulty of many that ELLs must overcome for language success. Personal goals are another reason for learning English as it relates to academics. As Julie said, "I think it [the reason for learning English] is definitely for my career dream. My dream, which is English teacher, yeah maybe like that. English teacher in Korea maybe in school or academy (Julie)." Another student described current goals: "my goal is to be good at studying (Tim)." He continued his response and stated his awareness of how useful English is. "But, as everyone knows that English is one of the international languages that used worldwide and it gonna help me a lot in many aspects of my life (Tim)."

Prior study abroad experiences in the United States. Three out of four of the participants had been foreign exchange students in the United States during some of their school-age years (in the United States, this is any level from Kindergarten through twelfth grade). They described those experiences and also explained how those experiences helped them to learn English as a second language. Students with prior study abroad experiences tended to use those experiences to prepare them for college in the United States. One student stated that she had "been US when I was third grade in elementary school. Yeah so I had a pretty good memory here so and I was very young and it was very close to me and I didn't feel like it was second language (Sammy)." Having a prior experience of immersion in an English-speaking country helped her to adjust well and be comfortable in the United States for college. Another student described that she "lived there four years ago as an exchange student. A whole year, in spring break I went back there, so I met them, yeah all of my friend I saw my old high school. (Julie)." This particular student created memorable relationships with people she met while studying abroad. She valued these relationships and used time off from

college to visit these influential people from high school. Tim has had several study abroad experiences. He described issues his father had with him being immersed in an English-speaking country rather than a Japanese-speaking country. His father preferred that he learn to read, write, and speak Japanese fluently because that is what his father was capable of. He then described his experience in the United States, "When I was in Kansas, peoples are more like not American I thought of because usually there is not really like personal cares about each other in the big cities but in the countryside, like here or in Kansas, people really friendly to each other (Tim)."

The majority of the participants had meaningful, positive study abroad experiences that contributed to improving their communication skills. However, the amount of time between their study abroad experiences in high school and their college experiences in an English-dominant country was such that the participants may have lost the social interaction gains they had made through earlier immersion in the language. It is difficult to communicate in a second language if the communication skills are not practiced for an extended period of time. With the support of their families, the participants chose to come to the United States for their college years so they could improve their communication skills and become fully bilingual in English and Korean in order to be successful.

Family support. The participants were asked about their relationships with their family members, and whether or not the family members help them to learn English. In addition, they were asked, if the family members do help them to learn English, how they help. Two students responded that they received direct family assistance, and two students replied that they merely received support from their family members to study

English. John stated, “my father always helped me, at night and in the evening after dinner always watch for movie, about English. Yeah so my father cannot listen and speak English but for me, my father watching for movie of English and watching lecture of English but I’m bored and my father bored too! My father gave a chance to learn English for me (John).” Regardless of whether his father could understand English, he still provided the support of English input for his son by watching English movies. Sammy described the support her sister gave her in learning English, “she taught me a lot and she is also teacher yeah she learn about education, yeah and my mom sent me to academy to learn more English (Sammy).” Another respondent stated that her family “cannot speak English. Nobody, so I’m the one who can speak English. They supportive of me to learn English, but they never teach English to me (Julie).” Similar to John’s response, this participant recognized the support her family gave her, but she pursued English alone. This is concurrent with instrumental motivation, whether the participant was influenced by family to learn English or influenced by an internal need to learn the language. Tim explained the support he received from his family, but it was very different support than what his peers experienced. “I started studying English when I was five or six because my mother managed the institution, the academy institution, and her major was English Literature so instead of going kindergarten I went to her institution so I had to study mathematics, Korean, English, and art so yeah (Tim).” Family support is a significant factor that influences learners to acquire English, whether or not the family is able to speak English.

Each participant received support from family members to come to the United States and study English while pursuing a Bachelor’s degree. Each participant described

at least once throughout the interview that they were appreciative of their family's support and that they were motivated to learn the language as a result. In a few of the interviews the students stated that their families did not know English but portrayed the idea of learning English in a positive light so their children would be motivated to learn.

Intrinsic motivation to learn English. The interview question regarding family support in learning English was significant to the research, because even if the participants' parents could not speak English, they were creating a positive view of English for their children. In turn, this motivated the students to learn English for themselves and to accomplish their future goals, which all students described in the interviews when they were asked who they study English for. It is important to know that external influences play a significant role in the motivation to learn English. "When I was child, my mother always pressure for me to learn English, but later in my high school I think I need to learn for English, study for English, and I should study for English (John)." Similarly, Julie, Sammy and Tim responded that they learn English, "Definitely [for] myself, like dream for career. In addition, Julie added that she "also my family too. My family supports me to go in here (school). Even though my family isn't here I can do this you know. I have no money so I can do this for myself and my family (Julie)." In this particular student's case, she is motivated to learn English in order to support her family. English language learners are motivated to learn the language for a variety of reasons. In some learners' cases, these reasons change, but there is usually a degree of self-motivation.

In addition to being intrinsically, or self-motivated to learn a language, learners can become more comfortable with learning if peers are learning as well. All of the participants described positive language-learning relationships with classmates.

Classmates. When asked about their relationships with non-native English speaking classmates in class and out of class, and whether or not the students felt that their classmates aided them in the English language learning process, students described themes of assistance, hindrance, and friendships. John responded about his feelings toward speaking out in class; he said that “some students speak English very well so they always discuss about their opinion but the other, because of them the others students don't wanna speak English because of shy, yeah so I know but they was studied for English in America and we was just study for English in Korea, When asked if his classmates help him learn English, he stated “Be honestly, no (John)”. Some students feel envious toward their classmates who speak more fluently than they are capable of. The participants also made it evident that because Korean is easier for them to speak so they are likely to avoid speaking English. For example, John states, “[Korean is more] convenient for me, but I should speak English more than Korean, I know, but it is too hard (John).” Tim felt similarly to John in that he also disagreed when asked if his classmates assist him in the English language learning process: “Not really. Personally, being frankly not really (Tim).” The female participants felt differently about how their Korean classmates help them to learn English. Both Sammy and Julie stated that their classmates do indeed help them to learn English. [Do your classmates help you learn English?]. “Yes, for example my friend, she is good at speaking so sometimes we speak English together and that helps me because she is very comfortable in Korean and I have

confidence with speaking with her so I always appreciate her for this actually I told her about this (Sammy).” Julie answered; “Yeah somehow, when we have when we get same thing, we can talk and I can hear what others say, and I can hear others opinions. Yeah that is help to learn English (Julie).” Julie and Sammy experience help from fellow Korean-speaking students. These students are males and females and participate in content area as well as English as a second language courses together. They created a community of learners where all students feel comfortable learning English.

The themes found among the participant responses to the interview questions were very insightful and gave evidence toward theories of motivation, second language acquisition, and ESL and EFL education. These participants had significant support from family members to learn English, and that is a positive factor in motivation to learn a second language. The families’ support gave these students a reason to learn English even if there was no internal motivation to learn it at first. This indicates a transition from extrinsic to intrinsic motivation for learning the language.

The original research study was slightly different from the study actually conducted. The following discussion portrays the study in its final form and included is beneficial advice for researchers interested in conducting a study such as this one in the future.

Discussion

All of the participants in this research study were highly intelligent, hard-working, achieving college students. One of the most difficult issues for each of them is that even though they have the desire to achieve native-like fluency, it is highly unlikely that they would ever be able to achieve it. Each of the students studied English in South Korea;

their experiences did not include much speaking. In order to achieve native-like fluency, especially when the speaker is older than twelve years of age, there must be a strong emphasis on speaking and listening (Cummins 1981). The participants did not learn English by speaking it. They learned by grammar translation, writing, and reading.

Interpersonal Communication Skills and Academic Language Proficiency

This research study helped me to better understand BICS and CALP in a concrete way. I found that all of the participants had highly achieved CALP, but all of the students needed vast improvements in BICS. Each student was accepted into an American college predominantly attended by native English speakers. All four participants achieved excellent course grades no lower than an A minus in any class. All students scored fairly high on the Test of English as a Foreign Language (TOEFL) exam. In addition, all of the students made it known that they were painfully aware of their inadequacies in speaking and their communicative skills. They all expressed difficulty being understood as well as understanding what American, English-speaking college students would say.

Throughout the interviews, all of the participants had difficulties expressing their answers to the questions. I was able to understand what they were saying, but it is possible that other native English speakers would have difficulty understanding them. The participants know grammar very well but did not have the ability to transfer that knowledge to the spoken language. It could be a suggestion for future research to conduct the interviews in written format, such as an online questionnaire or a written survey so the answers will yield more in depth information. However, if the interviews are conducted the way they were for this research study, the researcher will be able to

gauge the level to which the speakers have acquired basic interpersonal communication skills.

In retrospect, a written survey surely would have yielded more information, but may have led to missing one of the most significant findings of this research. However, the oral survey that was conducted yielded a wealth of information about the acquisition of BICS in students coming from foreign countries to study English in the United States at the collegiate level. Results from the study showed that the student participants had acquired Cognitive Academic Language Proficiency (CALP) before acquiring Basic Interpersonal Communication Skills (BICS). I was able to derive that the students had a limited knowledge of BICS because of their responses to the questions I asked. Research from Cummins (1981) describes learning BICS prior to CALP, but in the scenario of foreign language education in South Korea, students were taught CALP but received limited to no instruction in BICS.

The level of CALP all student participants obtained in South Korea was equivalent to a six out of six academic language proficiency in the United States. The students' skills in writing and reading are impeccable and very eloquent, but their speaking indicates otherwise. As an educator who places students in a language level that suits their linguistic capabilities, I would have placed these particular students in a level four out of six based on speaking alone. Their Basic Interpersonal Communication Skills are far behind their knowledge of CALP. This is unusual, as research shows that BICS is acquired in the first two years of learning English as a Second Language. As a result of learning CALP prior to acquiring BICS, an inversion of Christopher Cummins' language acquisition theory is created. It is possible, however, that English as a Foreign

Language students are not learning BICS at all. When these particular students come to the United States, they struggle to connect linguistically with American college students, which is something they all deeply desire.

Implications of This Research

We as educators need to approach college level ELLs differently. There needs to be an emphasis on BICS for student communicative success in addition to the emphasis on CALP. This emphasis on BICS for students' communicative success must be practiced for classroom purposes as well as for experiences the students will have outside of a classroom setting. It is important to remember that many students coming from foreign countries to study in the United States will have limited communication skills. Their ability to convey thoughts and information in written form, however, will likely exceed educators' expectations.

The most pertinent result from the research study is the link between oral communication and lack of instruction in basic interpersonal communication skills. This information was acquired by conducting a semi-structured interview. It was not a direct question, rather an inference that resulted from the communicative format of the interview. The way in which each participant responded to the interview questions suggested that they did not feel comfortable participating in conversations with an English medium prior to the interview.

College professors teaching international students may initially form an impression of their students' academic abilities based on verbal interactions in class. If they are familiar with Cummins' theory of BICS versus CALP they would assume that a student with limited communication skills they would have severely limited academic

skills. In the case of this study, they would be wrong. These students academic abilities specifically their abilities in reading and writing in English far outstripped their ability to communicate interpersonally with native English speakers.

The most important suggestion I have is to design specific college courses and programs that emphasize communication skills for newcomer English language learners. The college the student participants are affiliated with currently provides them with a college advisor from the international education department. This individual communicates regularly with the students and assists them with needs outside of the classroom such as appointments, legal papers, and more. However, it would be extremely beneficial to develop a program that allowed the ELLs to visit and practice communication skills with native English speakers. The future implications of this type of program would be that relationships would form between ELLs and native English speakers, thus leading to experiences that will improve students' basic interpersonal communication skills.

In addition, classrooms at colleges need to be structured for English language learners coming from other countries to study in the United States. Informal courses where the teacher gives speaking prompts or writing prompts are sure to put ELLs at a disadvantage. When courses are informal, ELLs don't feel comfortable and they don't feel prepared to participate in class. The vast majority of college courses, however, include participation as a weighted part of the final grade. English language learners need structured participation if participation is to be graded. For example, participation could include a list of questions to study and prepare answers to prior to entering into a

class discussion. The ELLs would have ample time to write down and formulate eloquent answers, and would feel less stressed and more prepared to participate in class.

Suggestions for Future Research

A similar study could be conducted with English language learners with other primary languages from other countries around the world. This particular study could also be conducted with public school advanced level high school English language learners which was the original intent of this study. The first suggestion is to contact school personnel and administrators as soon as possible, because the earlier they are contacted, the sooner you will be able to enter the school to conduct research. This also allows for necessary revisions to be made as they apply to varied school districts. Administrators may ask the researcher to make specific changes to the research protocol prior to consenting to research in the school. The second suggestion is to continuously follow up on any meetings conducted with administrators in regards to the study. Also, if possible, do not mail or email protocol. Plan to meet with an administrator in person; this shows professionalism and investment in the research study, as well as interest in the district or college campus.

There are a small number of suggestions for research if the study in its final format is to be conducted. It is important to employ a native speaker of the participant group you intend to interview, because informed consent needs to be autonomous. It is ideal to employ someone who is fluent in the native language as well as in English. If possible, it is a good idea to create consent forms in the prospective participants' native language to also ensure autonomy exists. Human Subjects Review Committees likely prefer consent forms to be offered in both the native language and in English. The

committee may request methodology revision if there is not obvious autonomy of the participants. The semi-structured interview format is useful when interviewing because it allows the interviewer to ask additional questions in order to obtain more information from student participants. Always pause after each question because it will allow the interviewer to create additional questions that may be beneficial to the study.

Several factors affect second language acquisition. Motivation happens to be one of the most prominent of these factors in the field of education, and also one of the most important for educators to keep in mind when designing lessons for English language learners. Interviewing students about their experiences learning English will provide crucial information to create a bridge between students and language learning. It is not easy to learn a second language, especially while simultaneously learning academic subject matter. It is the duty of educators to provide motivational strategies, exciting lessons, opportunities for communication among students, and the proper material for students in order to deliver beneficial learning experiences for them.

Although further research is needed in regards to what students perceive to be beneficial educational practices, and how students perceive educational experiences, my findings from the interviews provide insight for educators. It is beneficial to educators to know what students perceive to be positive, helpful educational practices and what motivates them to learn English. This knowledge in turn will provide educators with the tools necessary to create excellent, beneficial learning experiences for their English language learners.

The results of this study portrayed a need for a more extensive focus on the speaking and listening modalities at the college level. It is important to provide students,

especially those studying English in a foreign country, with numerous opportunities to speak and listen to the language. If ELLs are given the opportunity to learn communication skills, they are being shown the key to success in learning a second language. The fastest way to acquire a second language is to practice speaking it. This speaking practice will prepare students to study abroad at the college level and be successful both inside and outside of classes.

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Appendix

Appendix A

Interview Template (version three, March 6, 2012, modified from Kim 2006)

Interview

Script for Introduction: Hello, my name is Shauna Condon and I am a graduate student at [REDACTED]. I am very glad you could join me today! I am here to interview you about your experiences learning English. If you need a question explained please ask me, and if you don't wish to answer a question that is fine. None of your responses will be read or listened to by anyone besides me. All of the information you give me will remain anonymous.

1. Motivation in English as a second language

How do you feel when you are learning English as a second language?

What is your goal for learning English?

1. What are your goals for learning English today?

2. What are your long-term goals for learning English?

What do you think is most important about learning English?

What challenges have you faced while going from a beginning level to an advanced

ESL level?

How do you feel about English-speaking people?

1. How do you feel about the English-speaking community you live in?

Who are you studying English for? Yourself? Your family? Or someone else?

2. Life History

What is your most pleasant memory as an English language learner? Please describe it.

What is your most unpleasant memory as an English language learner? Please describe it.

Who has been the most influential person for you while learning English?

What ambitions and plans do you have for the future?

1. How are these related to English language learning?

Have you ever been tempted to stop studying English?

3. Relationships, Social Status, and Identity

How do you feel about your ESL teacher(s) now?

How do you feel about your ESL classmates now?

What kind of relationships do you have with your family?

1. Do they help you to learn English? If yes, how?

What kind of relationships do you have with your local community?

1. Do they help you to learn English? If yes, how?

What kind of relationships do you have with your ESL teacher(s) in class and out of class? (Explain it separately)

1. Do they help you to learn English? If yes, how?

What kind of relationships do you have with your ESL classmates in class and out of class? (Explain it separately)

1. Do they help you to learn English? If yes, how?

Do you have a specific identity or “voice” when you learn or use English? Does it reflect who you are? (your personal or ethnic identity)

1. Is it different from your identity when you use your mother-tongue/first language?

4. The Participants' Learning Expectations

a. Among the four areas (listening, speaking, reading and writing) in English, what is the most needed and important area for you?

b. To develop your prioritized area mentioned above, what effort do you make?

c. Generally speaking, what will be or has been your problem in English learning?

5. The Participants' perceptions and emotions about the interview

a. How did you feel about the interview?

b. Were there things you wanted to say in the interview but didn't get a chance to say?

c. What were these things?

Concluding Script: Thank you so much for participating in the interview. Your responses to the interview questions will help me a great deal throughout my research. I really enjoyed getting to know you and hearing all about your educational experiences learning English as your second language.

Appendix BStudent Consent Form (Version four, March 1st, 2012)

Dear Student Participant,

I am a graduate student at [REDACTED]. I am working toward my Masters degree in Teaching English to Speakers of Other Languages (TESOL). I am doing a research study on the experiences of students learning English as a second language. I am interested in finding out what experiences you've had while learning English. Not only will your participation help this research study, but it may influence the way teachers design lessons for ESL students like you in the future.

I would like to invite you to participate in this study. I chose you from a group of students because you successfully progressed from a beginner level to an advanced level of ESL in South Korea. If you choose to participate in this study, I will ask you to attend two half-hour interview sessions in March. I will ask you questions and record your answers on a voice-recorder so I can listen to them after our interview. I will provide snacks at our interviews and our interviews will be conducted in a comfortable, quiet setting at a place convenient for you: [REDACTED] library, [REDACTED], etc.

All data collected- interviews, voice recordings, and my notes, will be kept confidential. Data will be stored in locked, secured cabinets at my home. The only people who will see the data are my supervising professor and I. I will not use your name or anything that could identify you in any public reports of my research.

Your participation in this study is voluntary. You may refuse, at any time, to be recorded or interviewed. You may change your mind about participating in the research

study at any time. Your participation in this study will not affect any part of school or your relationships with teachers.

If you have any questions about the research, please contact Shauna Condon either by email [REDACTED] or by phone at [REDACTED]. You may also contact [REDACTED], Director of the Office of Sponsored Programs at [REDACTED], or my supervisor/faculty sponsor Dr. [REDACTED]

If you agree that you will participate in my research study, please return a signed copy of this form to me as soon as possible. You may keep the second copy given to you. Thank you.

Sincerely,

Shauna M. Condon

I agree to participate in this study, and I realize that it is voluntary. I may stop participating in the study at any time.

Signature _____ Date _____

Please print your name on this line

Appendix C

Human Subjects Review Committee Approval

Ms. Condon and Dr. [REDACTED] --

Your request to amend your study "How English Language Learners Narrate Their Educational Experiences" by changing your participant pool to the Korean college students from [REDACTED], including the inclusion of a native Korean speaker for informed consent, without otherwise changing your protocol has been approved. As a reminder, you must comply with Part D of the Campus Policies on Human Subjects requiring notification at the time data collection begins and when it is done. You may accomplish this with a simple e-mail to me. We wish you well in your research!

[REDACTED]

Human Subjects Administrator

Appendix D**CITI Original Human Subjects Training Document****CITI Collaborative Institutional Training Initiative Human Research Curriculum Completion Report****Printed on 5/6/2012****Learner:** Shauna Condon (username: cond8886) **Institution:** [REDACTED]**Contact Information** [REDACTED]

[REDACTED] United States Department: Graduate Studies, Education Phone: [REDACTED]

Email: shauna.condon@yahoo.com

Group 1.:**Stage 1. Basic Course Passed on 03/09/10 (Ref # 4202994)**

Required Modules	Date Completed	
Introduction	03/09/10	no quiz
History and Ethical Principles - SBR	03/09/10	3/4 (75%)
Defining Research with Human Subjects - SBR	03/09/10	5/5 (100%)
The Regulations and The Social and Behavioral Sciences - SBR	03/09/10	4/5 (80%)
Assessing Risk in Social and Behavioral Sciences - SBR	03/09/10	4/5 (80%)
Informed Consent - SBR	03/09/10	4/5 (80%)
Privacy and Confidentiality - SBR	03/09/10	2/3 (67%)
Research with Prisoners - SBR	03/09/10	2/4 (50%)
Research with Children - SBR	03/09/10	4/4 (100%)
Research in Public Elementary and Secondary Schools - SBR	03/09/10	4/4 (100%)
International Research - SBR	03/09/10	3/3 (100%)
Internet Research - SBR	03/09/10	5/5 (100%)
Group Harms: Research With Culturally or Medically Vulnerable Groups	03/09/10	3/3 (100%)
Vulnerable Subjects - Research Involving Workers/Employees	03/09/10	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects	03/09/10	2/2 (100%)

SUNY Fredonia State College	03/09/10	no quiz
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For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.

Professor, University of Miami Director Office of Research Education CITI Course Coordinator

CITI Recertification Document

CITI Collaborative Institutional Training Initiative Human Research Curriculum Completion Report

Printed on 5/6/2012

Learner: Shauna Condon (username: cond8886) Institution: [REDACTED]

Contact Information [REDACTED]

[REDACTED] United States Department: Graduate Studies, Education Phone: [REDACTED]

Email: shauna.condon@yahoo.com

Group 1.:

Stage 2. Refresher Course Passed on 03/13/12 (Ref # 7133160)

Required Modules	Date Completed	
Biomedical 101 Refresher Course - Introduction	03/05/12	no quiz
SBR 101 REFRESHER MODULE 1 - History and Ethics	03/13/12	4/5 (80%)
SBR 101 REFRESHER MODULE 2 - Regulatory Overview	03/13/12	5/5 (100%)
SBR 101 REFRESHER MODULE 3 - Risk, Informed Consent, and Privacy and Confidentiality	03/13/12	3/5 (60%)
SBR 101 REFRESHER MODULE 4 - Vulnerable Subjects	03/13/12	4/4 (100%)
SBR 101 REFRESHER MODULE 5 - Education, International, and Internet Research	03/13/12	4/5 (80%)
How to Complete The CITI Refresher Course and Receive the Completion Report	03/13/12	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D. Professor, University of Miami Director Office of Research Education CITI Course Coordinator

